**Facilitation Guide**

**Security Planning and Emergency Preparedness Planning Workshop**

**Kenya**

**June 14-15, 2012**

**Objectives:**

1. An understanding of how to carry out proper field assessments and managing information from these assessments appropriately
2. A common understanding of the potential emergency scenario
3. A common understanding of the impact of this potential emergency scenario
4. Identify coordinated capacity to respond to an emergency
5. Identify resources which can be mobilized to support an emergency response
6. Identify priority response sectors
7. Prepare elements for a realistic and focused Emergency Preparedness and Response Plan
8. Prepare a revised and focused security plan.

**Day 1**

**Session 1.1: General Introductions – 25 minutes (9:00-9:25)**

**Objectives of the session:**

1. Formally open the workshop
2. Ensure all participants understand objectives

**Materials:**

PowerPoint Presentation

**Facilitation**

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| Time | Method | Content |
| 25 mn | Powerpoint | * Welcome
* Introduce facilitators
* Introductions of participants (as needed)
* Objectives of the 2 day workshop
* Explain split into two separate groupings and end of Day One
* Schedule & Housekeeping
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## Session 1.2: Introduction to Security and EPP Workshop - 25 minutes (9:25-9:50)

**Objective:**

* To understand the aim of the Security and EPP workshop.
* To revise and improve the field security manual
* To understand the importance of emergency preparedness planning that may require humanitarian response
* To undertake to share workshop outcomes and commitments and ensure implementation of resulting action plan

**Materials:**

* PowerPoint presentation

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| **Time** | **Method** | **Contents** |
| 5 min | Presentation | Present the objectives and output of the Security and EPP workshop. Objectives: * To revise and improve the field security manual
* To improve our capacity to respond effectively to humanitarian needs.

Outputs: * Start of a revised security manual
* Action points to ensure elements of a successful response
* Elements of an emergency preparedness and response plan
 |
| 5 min5 min5 min5 min | PresentationPresentationPresentationPresentation | Why EPP is needed? 1. Facilitator asks the group, **“why do you think it’s important to have an emergency preparedness & response plan?”**Assistant facilitator writes down the responses on flip chartExpected Responses (Facilitator should highlight these):1. Emergencies are likely to happen in our environment
2. Moral responsibility to provide support to the people in their communities
3. It is important to be prepared, so that can offer better support and humanitarian assistance
4. If a preparedness plan is in place, then can respond quicker!

*Facilitator should point out that being prepared for an emergency does not mean that we think emergencies will occur, it simply means that IF they do occur, then we are better prepared to provide support to our communities.* Explain how this planning process aims to achieve a state of readiness so we can respond in the event of an emergency. 2. Facilitator will highlight the steps of developing an EPP (these will be divided into workshop sessions), AND the link between the sessions* The possible emergency scenarios.
* The potential impacts of these scenarios on households & communities and the possible humanitarian response needs arising from the humanitarian crisis.
* The resources & capacity that exist that could be mobilized for the emergency response.
* Coordination of our response.
* The development of an EPP and the activities that need to be carried out to be prepared to respond in an emergency and related resource needs.

3. Explain the workshop methodology: * Adult learning principles- learning from each other’s experience and perspectives
* Group work and exercise
* Reflecting on lessons learned and best practices and defining what actions that need to be taken now in order to be capable of implementing best practices in this response.

4. Who is involved? (highlight the partnering aspect)Explain that a large emergency response involves everyone, and therefore emergency preparedness planning involves everyone. Workshop participants are responsible for sharing the results of this workshop, for managing their supervisees throughout the preparedness process, and working together to ensure everyone is ready to respond in the case of emergency. |

Session 1.3: Setting the Scene: Part A – 1hr 10 mins (9:50-11:00)

Reflect on a Recent Emergency response

**Objective:**

* + To refresh participants’ memories of the emergency response during the previous election period – what happened, when, and how and why key decisions were taken.

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| **Time** | **Method** | **Contents** |
| 5 mins20 mins10 mins25 mins10 mins | PlenaryQ & APlenaryGroup work or PlenaryPlenary | 1. **Introduce the session objectives**

The facilitator introduces the session objective. He/she explains the process for the session.Ask participants to recall the previous election period: what happened, when, immediate needs and humanitarian response. Draw a timeline representing the period of the initial emergency response. Mark on it when it was decided a) where to work b) how (operational, old/new partners) c) what sectors d) how personnel was used (national, international, regional, ERT)Discuss how these decisions were made. What information was available? On what basis were these decisions made? **We may need to do this in plenary rather than group work as only so many staff were part of the previous response.**What worked well? What were challenges? What should have been done differently?Point out that they should consider coordination, staff capacity, logistics, finances etc., if being overlookedPresentations and conclusions |

**Tea Break (11:00-11:20)**

Session 1.4: Setting the Scene: Part B ***-* 2 hr 10 mins**

**(11:20-1:00, then 2:05-2:35)**

**Develop an Emergency Scenario**

**Objective:**

* + To have a common understanding of the potential emergency scenario.

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| **Time** | **Method** | **Contents** |
| 5 min | Plenary | The facilitator introduces the session objective and expected outcomes. He/she explains the process for the session.Output:1. A description of the potential humanitarian crisis.
2. Possible triggers
3. Maps marked with the possible concentration areas and security hot spots.
 |
| 40 mins25 mins20 min25 mins15 min | *Plenary**Group work**Group work* *Plenary**Plenary*  | **Discuss likely scenarios:**In plenary discuss likely scenarios in general Take responses**Discuss possible triggers:**Take responsesNarrow the list down if needed so there is focusPossibilities:* + ICC Rulings
	+ Political figures involved in “Accidents”
	+ Constitution implementation
	+ Increased inter communal conflict along ethnic and/or political lines
	+ Al Shabbab act
	+ Arming of local communities
	+ Increased polarization between parties with escalating rhetoric

**What scenario do we want to plan for?**Worst case or most realistic or worst case is the most realistic?Note key elements of it. (Security, police actions, curfew, military actions, level and type of violence, displacement, camps, food security, al shabbab exacerbation, interference with humanitarian operations, armed groups etc)  ***Session Tasks:****Based on the possible scenario discussed****Visualization exercise* (OPTIONAL)**The facilitator gives the following instructions; * Imagine you are a reporter from a media agency. You have to report back to you agency the situation on ground Week 1, after 1 month, after 3 months one date at a time and spend 5-10 minutes on each date.
* Take notes on a flipchart.
* Take 2-3 responses from each group

This section is mainly designed to try and get the participants to place themselves in the scenario. Impact will be discussed in more detail in Session 1.5***Mapping exercise****:* *The facilitator gives the following instructions: based on the scenario, each group should identify and mark on the MAP all* * *Flashpoints-Critical areas having potential for outbreak of violence*
* *Concentration areas – areas where there will be high numbers of the population that need to be served (besides flashpoint areas)*
* *Areas of limited access/movement due to security concerns*
* *Existing IDP camps*

The facilitator will explain the flashpoint areas, concentration areas, areas of limited access areas.Facilitator to share the symbols to be used and explain how to use them. (Prepare symbols, share the symbols)May want to divide groups into different regions (Kisumu/El Doret, Nakuru, Nairobi)**Presentation of group outputs** Each of the groups posts their map on the wall. Each group will present back and other groups will comment.**Summary**  Facilitator will ask the participants to describe the key outcomes of the exercise – looking to summarize the following;* Overall situation as a result of the crisis
* Areas of insecurity
* Areas of limited access
* Listing of priority concentration areas in accessible areas –Can concentration areas be accessed?
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**Lunch Break – 1 hour (1:00-2:00)**

**Icebreaker - 5 minutes (2:00-2:05)**

Session 1.4: Setting the Scene: Part B (continued) ***–* (2:05-2:35)**

**Session 1.5: Impact Analysis - 75 min (2:35-3:15, 3:35-4:10)**

**Session Objective:**

* Understand the possible impacts on the affected communities in the emergency scenario

**Session Outputs:**

* A list of the possible impacts resulting from the scenario on affected communities (in prioritized concentration areas).

**Prepared Materials**

* Session objectives and outputs on power point slides/flipchart
* Task questions on flipchart

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| **Time** | **How**  | **Activities** |
| 5 min | Plenary  | 1. **Introduction of session’s objective and outputs**

***Taking into account the outputs from the previous session*** on the possible scenarios; – “in the previous session we identified how a humanitarian crisis might develop. Through the mapping and visualization exercises we have a good idea what the crisis might look like. In this session we want to examine how the crisis will impact communities and households”. **“In order to plan an emergency response you need first to identify the conditions the people are living in, the challenges they face and what they need to survive in a dignified way”.** “In this session wewill identify the mostly likely immediate impact the crisis will have on families/households” The facilitator reads out the objective of the session. |
| 30 min | Group work | 1. **Session Task:**
* Imagine you are one of the affected households – describe the conditions and challenges you are facing to survive.

(another way of asking – Describe the living conditions and challenges you are facing. Put yourself in the shoes of woman/mother, a child, a father – what are you experiencing? Considering looking at the impact from the point of view of different age groups and gender, measure impact for the perspective of a child, a mother, a father, an elderly person).* Ask the groups to record the conditions/challenges (see example below)
* Make sure they don’t jump ahead to responses needed. Just focus on conditions of HHs and communities.

**Facilitator’s Note.** Facilitator should move around to the groups to provide assistanceThe participants should be considering the following areas: **Post slide after a while*** Family assets (land, livestock, housing etc)
* Livelihood (source of income on daily bases, e.g. salaried job etc)
* Social assets (community support)
* Access to services (health clinics, markets, water etc)
* Security concerns
* Dignity

|  |
| --- |
| **Condition of households** |
| Beneficiaries vulnerable to security issues |
| Families have little or no water |
| Families are living and sleeping in the open |

 |
| 25 mins | Plenary | 1. **Presentation**

instructions: * Groups will present their work in plenary on ways that they see families/households being affected by the worst case scenario. After the first group remaining groups will just add on what has not been mentioned.
* There will be time for questions and inputs at the end of the presentations.

***Facilitator’s Note:****During the presentation take notes (this should be written in a column on the left side of the flipchart) that will help him/her make a summary of ways in which families and individuals will be affected by the worst case scenario.**Be sure groups identify all the possible impacts* ***including human dignity,*** *security and protection issues for women & children.*  |
| 15 min | plenary  | 1. **Summary**

From the presentations the facilitators looks for **commonality** between the presentations and highlights the most critical areas of need (**should be done by asking the participants)**In plenary the facilitator links the conditions to typical humanitarian response sectors, such as health, distribution, education, protection, shelter, water and sanitation, psychosocial, cash for work/livelihoodsWrite the sectors on a flipchart in the right column next to the particular condition.Health, Water/Sanitation, shelter, distribution, protection (will need explaining), etc. |

**Tea Break (3:15-3:35)**

**Session 1.5: Impact Analysis - (3:35-4:10)**

**Continued from before tea break**

**Split into two groups at this point. One group will work on the Security Plan and another group will work on the Emergency Preparedness Plan.**

**Below is Continuation of EPP**

**Session 1.6: Community Group/Local Partner Capacity – 40 mins (4:10-4:50)**

**Session Objective:**

* Identify community group/local partner capacity to respond to an emergency

**Session Outputs:**

* List of community groups and local partners with potential to of deliver humanitarian aid.

**Prepared Materials:**

* Community Group/Local Partner Capacity matrix handout

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| **Time** | **How** | **Activity** |
| 5 min | Plenary | Introduce - session’s objectives and outputs |
| 35 min | Group work  | **Session task (1) - Identify community group/local partner capacity**The facilitator asks the participant to divide into groups.Presents tasks:‘Using the table identify partner groups – established or volunteer- such as youth, women, coops, committees (health, development, income generating ,,,,,,) that can be mobilized to respond to an emergency Location – towns/ villages where groups are situated Number of members – record the total number of membersActivities – record main group activities Emergency response skills – in an emergency situation what do you think this group could do?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Location** | **Number of members** | **Activities**  | **Emergency response skills (what could they do?)** |
|  |  |  |  |  |
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**Sum up:**Let them know how this information will be used. It is not just about CRS capacity to respond but CRS and our partners’ capacity to respond.  |

**Day 1 Wrap Up 4:50-5:00**

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| 5 min |  | **Review Day and Preview next** |

**Day 2**

**Day 1 Re-Cap (15 minutes)** **8:30-8:45**

Review of previous day and lay out of day 2

**2.1 Coordination -45 mins (8:45-9:30)**

**Session Objective:**

* Recognize the importance of coordination in emergencies.
* Recognize what other agencies/key actors plan on doing

**Prepared Materials:**

* Gap Analysis Matrix handout

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| **Time** | **How** | **Activity** |
| 10 min  | Plenary presentation  | **Introduce session objective and outputs**a) Imagine you received news about the possible need for an emergency response. What do you do? The facilitator notes ideas on the flipchart. The importance of contacting other agencies is highlighted.b) In plenary discuss why it is important to contact other agencies from the very first hours of a crisis.c) Ideas are shared and noted on flipchart:- Essential part of information gathering- Find out who knows what- Find out who is doing what- Maybe possibilities for sharing logistics etc |
| 30 min5 min | Group WorkPlenary  | Distribute gap analysis framework and ask the participants to fill in the matrix based on their knowledge of other actors’ current and anticipated programs/activities in the emergency scenario.**Sum Up:** Look for duplications and gaps in terms of services that likely will be provided by CRS and other organizations. |

**Gap Analysis**

Gap analysis shows whether other actors are already meeting the identified needs in a particular geographic zone. It is an important step to ensure you are not unwittingly planning to duplicate activities that are already underway. Gap analysis also ensures that your proposed activities are well coordinated with other interested parties.

Information on gaps may come from existing knowledge from staff, partners or stakeholders. The important questions to ask are:

**Who?** Identify other actors (INGOs, private sector, government, other) who have projects addressing the needs revealed in the needs assessment

**Where?**  Identifying geographic areas that these actors cover

**What?**  Gathering information on their existing and future project activities

**How?** Gathering information on their strategies, approaches and project beneficiaries

**Coverage?** Gathering information on the numbers of beneficiaries they will work with.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Organisation | (Type of Project/Sector) | Geographic Area | Beneficiaries-number & type | Capacity of the organization –coverage ability |
|  |  |  |  |  |
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## Session 2.2: Resource Mapping- 70 mins (9:30-10:40)

**Session Objectives**

* Identify structural resources which can be mobilized to support an emergency response.

**Prepared Materials:**

* Handouts prepared for each group with the matrix

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| Time  | How | Action Taken(Activities) |
| 10 min40 min20 min | Plenary Group workPlenary  | **Session Outline:**1. Introduce session’s objectives and outputs
2. Session Task –resource matrix
3. Presentation of groups’ outputs
4. Summary
5. **Introduce session’s objectives and outputs**

The facilitator introduces the session by;* explaining the objectives and the expected output of this session.

Using responses from the participants, the facilitator explains a resource matrix is used to help in identifying and mobilizing available resources for an emergency response.Participants should focus only on structural resources that can be utilized to serve beneficiaries in the previously identified flashpoint and concentration areas. This could be in the concentration area or near enough to the concentration area and accessibility between the structure and concentration area should be anticipated (e.g. Warehouse) Participants should only list structures that they know will likely be available for use and structure that they have an idea how they might be utilized to serve the response.***Facilitator’s Note****: The importance of a resource matrix is to identify areas of strength, weakness and gaps (e.g schools, Hospitals, Warehouses, Water sources, Community Centres, religious congregations, etc). For the exercise we are about to do we will be looking specifically at organization and partner resources that can be mobilized to support an emergency response.*1. **Session Task:**
* Ask participants to identify physical/structural resources (community centers, schools, clinics, etc.)
* Ask the participants to identify any other major external resources that could be important during an emergency response (NGO clinics, Gov’t schools and warehouses, etc.)

**FN: Be sure to make reference to concentration areas, expected scenarios and anticipated programming responses so that the resource matrix is focused.** ***FN****: Participants should initially focus on only their internal resources. Groups* ***might*** *not be able to identify all the “external” resources, and this information* ***might*** *have to be gathered in an additional “post workshop” assessment with other stakeholders* Ask them to prioritize and number the key resources and then place them in a resource matrix that provides more details about each resource. See matrix design below: ***FN: it is important to give very clear guidance on this task and best to do an example with each group.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description of Property | Location | Current Use | # of Staff | How used during response | Contact & Tel. |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

1. **Summary**

The Facilitator asks the participants to summarize where our key resource strengths are situated. Ask how these might be utilized during an emergency response. * **The facilitator should examine matrix and look at points of clarity or gaps in resources.**
* In plenary facilitator should seek points of clarify with respective groups.
* I

Important to link these strengths to concentration/security areas in previous mapping exercise. Take some time to do this. |

**Tea Break 10:40-11:00**

**Session 2.3: Capacity Analysis – 35 mins (11:00-11:35)**

**Session Objective:**

* Identify capacity to respond to an emergency
* Rank combined response programming strengths

**Session Output:**

* Identified the sectors where CRS and partners have the capacity to respond

**Prepared Materials:**

* Ranking matrix on handout

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| **Time** | **How** | **Activity** |
| 25 min10 min | Group workPlenary |  **Ranking capacity by sector**Prepare: Have sector matrix printed and have one large sector matrix on flip chart pasted to the wall or on powerpoint (refer to the template below). **Task:** Based on previous exercises which helped us identify our and our partners capacity and physical resources, we now want to identify what emergency response sectors (activities) we could undertake. * Facilitator distributes sector matrix to each group.
* In groups ask the participants to discuss and fill in matrix using the following key:

 (1 = good capacity, 2 = medium capacity and 3 = no capacity) List groups***FN: ensure the identified capacity matches chosen response sector.*** Once the above is done then: Based on CRS **AND** partner resources, human resources and potential response gaps, the facilitator asks the participants to give top 3 areas (sectors) of potential emergency response. These are marked on the matrix flipchart **Summarizing** Facilitator identifies common sector strengths, verifying with participants reasons why these are strength areas. Refer back to Imapct analysis section and beneficiary needs to ensure your priority programming areas are meeting identified beneficiary needs |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Org., Partner,CommunityGroup | Cash/Voucher Program for NFI or Food | WASH | Direct NFI Distribution | Cash/Voucher program for Livelihoods | Protection | Shelter | Health |
|  A |  |  |  |  |  |  |  |
|  B |  |  |  |  |  |  |  |
|  C |  |  |  |  |  |  |  |

**Session 2.4: Emergency Preparedness & Response Plan – 1hr 25 mins (11:35-1:00)**

**Session Objective:**

* Start the process of developing a country emergency preparedness and response plan.

**Session Outputs:**

* Start of a draft of a realistic and focused Emergency Response Plan for each country.

**Prepared Materials:**

* Session tasks on powerpoint – matrix
* Response Plan example handout
* Response Plan Activities examples for facilitator’s reference

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| Time | How | Activity |
| 10 min  | PPT slideFlip charts from previous sessions should be on the walls | 1. **Introduction of session objectives and outputs**

The **facilitator recaps on what was achieved so far** and what we will achieve today. The facilitator introduces the objective of the session* The objective of this session is to create common understanding of how to develop key aspects of an emergency preparedness and response plan.
* An Emergency Preparedness and Response Plan is *a documented plan that takes into account the possible emergency/disaster scenarios and maps out exactly* ***how*** *an organization or institution could help those affected by the emergency/disaster.*
* An Emergency Preparedness and Response Plan should include the following:
	+ Possible emergency/disaster Scenarios (**Facilitator reminds the groups that we’ve already identified the scenarios**)
	+ Who might be affected by the emergency & what would be the most immediate needs of those affected (**Facilitator reminds the groups that we identified who might be affected and indicates the flip charts that should still be on the wall**)
	+ Information on all the existing resources in the community that could be used to help respond to the needs of those affected (**Facilitator reminds the groups that we have this information, as we mapped out the resources**)
	+ A detailed plan for exactly how we would be able to help meet the needs of those affected by the emergency (**This is what we’re going to develop in this session!)**

**Facilitator’s Notes**: * Refer to the flip charts (or a PPT slide) that shows the impacts and needs already identified by the groups
* Refer to the maps and the matrixes on the wall that show where we have highlighted strengths and potential capacity for humanitarian response
 |
| 60 min | PlenaryIn groupsUse Flip charts that have already been prepared with three columns and titles | **Session Task – Develop an Emergency Preparedness and Response Plan**Facilitator instructs the participants to do the following activity:* Refer to the “capacity matrix” that was completed in the previous session and identify what are the areas of strength
* In your group, discuss the possible emergency response activities that are in their sectors where you have knowledge and experience
	+ **for example**: in the Water & Sanitation sector, one emergency response activity would be “the provision of safe water”, another would be “construct emergency latrines”). Get them to be specific, if possible.
* After identifying the 3 “response activities”, then you need to discuss all of the step-by-step activities that are required to make each response activity happen
	+ **for example**: If the response activity is “the provision of safe water”, then some of the detailed activities would be, “conduct an assessment of water points”, “procure jerry cans”, “procure chlorine tablets”, etc.
* After identifying all of the detailed activities, then you need to think about what they need to do now, **before an emergency occurs**, so that they are prepared to immediately begin implementing the detailed activities and the overall response activity.
* After discussing participants will write down their responses in the columns on the flip chart paper (**Assistant hands out flip chart papers to the groups**)

**Facilitators Notes:** See example below – this could be presented on a PPT slide or flip chart:

|  |
| --- |
| Sector: Water & Sanitation |
| Response Activity | Detailed Activities | Preparedness Steps |
| Provision of safe water | * Conduct assessment of water situation
* Identify water points
* Procure chlorine tablets
 | * Identify community volunteers to serve as an emergency response assessment team
* Prepare assessment template
* Train the team
* Identify vendors for chlorine tablets
 |

**Facilitators Note:** *The facilitator should circulate around to support the participants during their group work and to guide them on the exercise.* ***Please refer to the “cheat sheet” for a list of possible “response activities” per sector.*** **Facilitators Note***: should prepare the flip charts before the session, with the columns and the titles to guide the groups.*  |
| 15 min |  | Facilitator Summarizes the results of the Session |

**Lunch Break 1:00-2:00**

**Ice Breaker 2:00-2:05**

**Session 2.5: Critical Action Points - 40 mins (2:05-2:45)**

**Session Objective:**

* Develop Critical Action Points in order to be prepared to respond to an emergency.

**Session Outputs:**

* Identify 3 Critical Action Points that can be accomplished in the next 3 months - identify person(s) responsible, resources needed, and timeline – both action points that can be accomplished at with limited to no resources, as well as some that will need external assistance.

**Prepared Materials:**

* Sample of critical action point table on powerpoint

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| Time | How | Activity |
| 5 min |  | 1. **Introduction**

Facilitator states the Objective of the Session: to create common understanding of how to develop Critical Action Points in order to be prepared to respond to an emergency* Facilitator defines “Critical Action Points” – these are the most prioritized “emergency preparedness activities” that can be accomplished within the next 3 months and that are absolutely critical in ensuring that the CRS and partners are prepared to assist with emergency humanitarian response.
* This session builds on the previous session” Emergency Response Planning”.
 |
| 30 min | GroupsFlip Charts with 4 Columns (“Critical Action Point”, “person(s) responsible”, “resources needed”, and “timeline”)PPT slides | 1. **Session task – Identify critical preparedness actions**

The facilitator instructs that the participants will do the following: * Look at the list of “emergency preparedness activities” in the 3rd column of the flip charts that were prepared in the previous session. ***Facilitator’s Note: The “emergency response plans” should be displayed on the wall for easy visibility.***
* Each group will highlight 3 of the “emergency preparedness activities” that they consider CRITICAL, AND that can be **realistically** achieved within the next 3 months.
* The participants will also need to identify the person(s) responsible for making sure each Critical Action Point is achieved.
* The participants also need to identify what resources & support are needed to achieve each Critical Action Point (i.e., personnel, training, etc.)
* Finally, the participants need to decide by what date each Critical Action Point will be achieved.

The facilitator hands out flip chart paper to each group with 4 columns on it – 1) Critical Action Point, 2) Person(s) Responsible, 3) Resources/Support Needed, and 4) TimelineThe facilitator instructs the participants to fill in the columns on the flip chart paper as per the instructions given above **or** can be done in plenary with facilitator filling in on PowerPoint slide.Facilitator’s Notes: example might want to be presented on PPT slide or flip chart |
| 5 min |  | **c) Summary**Facilitator ask participants if they have any additions or comments.  |

**Tea Break 2:45-3:05**

**Session 2.6: Security and EPP Outputs Sharing – 1hr 35 min (3:05-4:40)**

**Session Objective:**

* Sharing of outputs from EPP group sessions and Security Planning group session
* Revising plans based on feedback and input from other group

**Session Outputs:**

* Clearly identified next steps in regards to the Emergency Preparedness and Response Plan and the Security Plan

**Prepared Materials:**

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| --- | --- | --- |
| Time | How | Activity |
| 5 min | Plenary | **Introduction**Facilitator states the objectives of the session. |
| 65 min | Plenary | **Security group presents** the outputs from their sessions. EPP groups provides feedback and recommends any changes or points of clarity that are needed.**EPP group presents** the outputs from their sessions. They can post the below on the wall and present in gallery style.* Community Group/Local Partner Matrix
* Gap Analysis Matrix
* Structural Resources Map and Matrix
* Capacity Ranking
* Preparation and Response Plan Matrix
* Critical Action Points (or on PPT overhead)

Security group provides feedback and recommends any changes or points of clarity that are needed. |
| 15 min | GroupsPlenary | **Review and make changes as needed**Facilitator asks everyone to return to their group and ask if after reviewing the other groups work and hearing their feedback if there any changes they would like to make to their action plans. The groups will be given 10 minutes to make the changes. Ask groups who made changes to highlight changes – and reason why?  |
| 10 min |  | **Summary and final plans**Wrap up and make sure final plans are clear and those responsible for ensuring that next steps are taken are identified and clear on their responsibility. |

**Workshop Wrap-up (4:40-5:00)**

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| --- | --- | --- |
| 10 min10 min | PlenaryPlenary | **Summarize Workshop and Highlight key points**Highlight priorities that cut across each groupFacilitators remind the participants that this emergency preparedness planning workshop was only the beginning of a process, and that agencies and partner staff need to fill in the gaps and finalize the plan. **Workshop Evaluation.** * What went well today, and during the entire workshop?
* What could have been done better?
* What should we change to make the workshop better?

 |